

The focus of the study was how the learner learned and used basic sentence patterns, namely, SVO and S-linking verb- complement patterns. The two patterns are considered basic sentence patterns in many grammar books, however, according to Berent (2001, p.1) the SVO pattern in English might cause persistent difficulties when over-generalized with other non SVO patterns.

In addition, the study also identified other linguistic findings such as incorrect spellings, difficulties to understand category word meanings and multiple meanings. As for the non linguistic findings, the team recognized that the learner used certain strategies to learn English, developed into a less reserved person willingly sharing his condition through his writings and brief “verbal” communication. Thus, all of the background information, program designed for the learner, method used in this study, main and other findings, and the suggestion will be presented in this paper.

2. THE PROGRAM

Based on the diagnostic test results, a “tentative syllabus of mixed lexical-grammatical-functional type” was developed to facilitate the learner to mainly develop his writing skills. As for the teaching strategy, the team employed written bilingual explanation, written question-answer, and written tasks. A written final test was conducted in the last meeting to know the learner's learning development.

The learning materials offered to the learner were compiled from online sources and books selected specifically to encompass English for basic communication and architecture as required by the learner. Specifically, the materials for basic communication were prepared by considering principles suggested by Lozanova (2009, pp.6-8) that vocabulary should be paid attention to since DHH learners' vocabulary was usually limited, and basic sentence patterns were introduced gradually.

The setting of the class was like a usual classroom for private classes. A table to place dictionaries, laptops, and paper to write questions, instructions and explanation was located near a whiteboard to enable the learner to receive as much input as possible, and to learn efficiently as well. The learner sat facing the teacher so he could lip-read the teacher's spoken words.

3. METHOD

The study was a qualitative descriptive case study reporting how a team of instructors helped one DHH learner to develop his written English skills. It was descriptive in that it described particularly the learner's efforts to learn sentences of SVO and S-linking verb-complement patterns, and other findings characterizing the learner's language development: misspelled words and inappropriate word choice found in the composition parts of the tests and writing tasks. In addition, the study also described his non linguistic developments: what learning strategy he used and how he developed to become a less reserved person willing to write more about himself. All data were collected from a questionnaire filled up by the learner in the first meeting, compositions, diagnostic and final tests, and informal encounters outside the class.

4. FINDINGS AND DISCUSSIONS

The findings of the study are divided into linguistic and non linguistic findings in order to describe the development of the learner's written English skills, learning strategies, motivation, and some aspects of his personality. Some of the linguistic findings are taken from the paper of "Analyzing English Sentence Patterns of an Adult Deaf or Hard of Hearing (DHH) Learner: A Preliminary Study" by Muljani and Firiadi (2014, pp. 3-5)

4.1 Linguistic Finding

4.1.1 Sentence Patterns

4.1.1.1 Sentence Patterns Used in The Diagnostic and Final Tests

In both the diagnostic and final tests, the learner was provided with the same instructions to describe a room and experience, and to write a procedure. The test results showed differences in terms of sentence number and patterns. From a limited number of sentences, or even only a list of sentences previously, the learner produced more and more complicated sentences. The sentence patterns were shown in the following tables.

Table 1: Examples of sentences in the diagnostic and final tests

No.	Sentences	Sentence Pattern
1	My favourite of size is scale, proportion, and informal composition (source:	subject + v (linking verb) + complement with an ungrammatical noun phrase functioning as

	diagnostic test).	subject
2	My favourite of colour is blue, white, black, and chocolate (source: diagnostic test).	subject + v (linking verb) + complement with an ungrammatical noun phrase functioning as subject
3	The size of our bedroom is *enough big (source: final test)	SVO
4	The colour of our bedroom is * young blue (source: final test).	subject + v (linking verb) + complement ; category word meaning vs generic label

There was an improvement in the number of sentences in the final test. The learner produced more sentences of two basic sentence patterns intentionally taught (subject + verb (linking verb) + complement/ and S VO). However, the learner used inappropriate words indicating his difficulties to comprehend and master category word meaning as identified in some previous studies on DHH learners (see part 4.1.2 Word Choice for further discussions) . There was one ungrammatical phrase construction using the word enough possibly due to the learner's Indonesian language which placed the adverb *cukup* (the equivalent of the word enough) in front of the adjective modified.

4.1.1.2 Sentence Patterns Used in The Written Tasks

The learner produced more and more complicated sentences organized in several paragraphs. The two basic sentence patterns were used frequently, however, he also tried to create complex sentences having *that* clause. The examples are presented in the table as follows.

Table 2: Examples of the sentences produced in the written tasks

No.	Sentences	Sentence Pattern
1	The computer contains a monitor, keyboard, CPU tower and mouse.	SVO
2	Those are modern technological tools that can help me for designing architecture design, exterior design and interior design.	subject + verb (linking verb) + complement + adjective clause
3	Those are modern technological tools that can help me for designing architecture design, exterior design and interior design.	subject + verb (linking verb) + complement + adjective clause

4.1.2 Word Choice

In addition to the sentences previously described, the learner also made simple questions “ A canvas bag? What?” The questions were generated to ask for clarification about the phrase canvas bag. The phrases * young blue, canvas bag pose a problem of comprehending category word meanings

contrasted to generic word meanings. According to Easterbrooks and Scheets (2004), DHH learners are likely to master generic labels such as birds, bags, ship, but not the categories of the generic labels, i.e. parakeet, canvas bag, submarine. The category word meaning is beyond their vocabulary mastery.

The phrase * young blue is used instead of light blue probably because the learner over-generalizes all words meaning *muda* (in Indonesian language) into young. DHH learners' vocabulary is limited because they have no access to the spoken language. Luckner and Cooke (2010, p.40) state that this limitation can cause disadvantages such as "delayed acquisition of vocabulary knowledge, smaller lexicons, slower rates of new word acquisition, and a narrower range of contexts", thus, the statement can explain the difficulties to comprehend and to use category word meanings.

Another difficulty related to word meaning happened when the learner learned the preposition on in the phrases "on the table" and "on Sunday". Translated into Indonesian language, the preposition on has multiple meanings, and this caused confusion on the learner. The influence of mother tongue on the learner's process of learning English is also interesting to analyze. Not only translating Indonesian words into English equivalents literary, the learner sometimes used an Indonesian pattern to express meanings, for example, he wrote * ill his brain to say that somebody (male) is suffering from a brain illness.

4.1.3 Inaccurate Spelling

Easterbrooks and Scheets (2004) have identified that DHH learners might experience difficulties in using correct spelling words since they have limited exposure to the language learned. The following examples taken from Muljani and Firiadi (2014, p.6) to support the theory.

Table 4: Examples of inaccurate word spelling

No	Misspelled word	Correct spelling	Source
1.	cubus; klip; sciene; begining	cubes; clip; science; beginning	Diagnostic and final tests
2.	colloges; brian; esaily; bisnis	colleges; brain; easily	Writing tasks

4.2 Non Linguistic Findings

In this part, the writer highlights the learner's non linguistic developments which can support his learning process. The non linguistic developments are, among others, his learning strategies, high motivation, friendliness and gradually acquired communicative knowledge.

4.2.2 Learning Strategies

In the first few meetings, the learner sometimes told stories how he "learned" English for the first time from his sister. His sister introduced names of objects in English and basic tenses to

him when he was in his elementary school. It seemed that the first encounters with English had given him benefits since he was not totally unfamiliar with basic English.

The learner's educational background as an architect might also help him in doing reading exercises. He sometimes used a strategy to recognize word meanings by underlining key (technical) words, for example, hydro in the word hydrophobia, and this strategy was quite effective.

In order to help the learner learn more words, the team taught some commonly used prefixes such as im-, in-, dis-, sub- in the words impossible, irregular, disappear, submarine and so forth. To some extent, the knowledge of derivational prefixes helped him learn new words. Likewise, he should recognize the function of suffixes – able as in the word useable, -ment in the word employment, -ful in the word meaningful and other productive suffixes to form nouns, adjectives, or other parts of speech. In this way, he could expand his vocabulary efficiently as suggested by Luckner and Cooke (2010, p.43) that DHH learners benefit from instructions related to morphological analyses.

Another characteristic to show that the learner needs to learn more morphological rules is the finding that the learner could identify the word reusable having the prefix re-, but failed to recognize the word reforestation, and, yet, succeeded in recognizing the word deforestation (source of data: the final test). He might have been familiar with the word reusable since he was an architect who should feel concern with his environment. Why he could guess the meaning of the word deforestation but not the meaning of the word reforestation needs further investigation. For this, Hall (2014, p.6) suggests that the learner should be encouraged to put new words in concept-based categories, for example, environment, ecology, and so on, and then search for their opposites.

The last identified positive learning strategy is using an electronic dictionary as an indispensable learning tool. The dictionary was always ready beside the learner to help him comprehend new words and acquire other information. Thus, equipped with appropriate learning strategies, both direct and indirect strategies (Oxford, 1990), the learner will develop himself into a better learner who can learn independently and efficiently.

4.2.3 High Motivation, Friendliness, and Gradual Communicative Knowledge

Other observable non linguistic findings are the learner's high sustainable learning motivation, friendliness, and willingness to share about himself and his DHH community. Consistently inquiring information about his level of proficiency and learning achievement, the learner seemed to be an achievement-oriented learner eagerly wanted to know his progress from day to day. At present, he still learns English in the second program as a highly motivated learner devoting his time for learning and working. The only problem he has is the course fee which he thinks is expensive although he is already sponsored partly.

He used to be a quiet learner who developed gradually into a friendly learner. He smiled, waved his hand, and gave signs to communicate with all team members when he met us outside the class. He even submitted two compositions telling about the limitation, difficulties, and loneliness of DHH learners due to limited communication and social gatherings among them. Once he had lunch with the team, and he learned about various meals, drinks, and shared meals while celebrating his achievement. To some extent, he has developed from the stage of learning instrumental knowledge when he firstly decided to learn English merely to improve his English to access wider job opportunities, into that of learning communicative learning to deal with other people, understand himself, other people, and norms better.(Mezirow, 2003).

5. CONCLUSIONS

Teaching English as a foreign language to a DHH learner is a challenging and inspirational experience for the instructor team. Therefore, there should be more research to provide relevant learning programs for DHH learners, to identify appropriate strategies to teach them, for example, introducing practical morphological analyses, teaching relevant words of multiple meanings, and last but not least, adopting appropriate technology to support teaching-learning activities. In this way, DHH learners can be facilitated to experience more fruitful learning experiences that will support them to become self-fulfilled.

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